

**VCE INDUCTION PACKAGE**

**ENGLISH UNITS 3 & 4**

**2015**

***English Units 3 and 4 Contents:***

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| Course Overview |
| Holiday Homework |
| Course Outline |
| Assessment (SACs/Outcomes and End of Year Examination) |

***Term Dates 2015:***

**Term 1**

*8.5 weeks* 29th January- 27thth March

**Term 2**

*11 weeks* 13th April- 26th June

**Term 3**

*10 weeks* 13th July- 18th September

**Term 4**

*2.5 weeks* 15th October- 21st October

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| **YEAR 12 ENGLISH 2014**  **TEXTS AND HOLIDAY HOMEWORK** |

**TEXT BOOKS:**

* Beardwood, Robert: *Insight – English for Year 12*
* *Mabo* directed by Rachel Perkins (DVD)
* Brecht, Bertold: *Life of Galileo*
* Chimamanda Ngozi Adichie: *The Thing Around Your Neck*
* Stack, Megan: *Every Man in this Village is a Liar*

**HOLIDAY HOMEWORK**

**Complete all tasks and bring the written work to the first English class in 2014.**

* 1. **REQUIRED READING**
* Read/view the four texts: ***Mabo, Life of Galileo, Every Man in this Village is a Liar and The Thing Around Your Neck.***
* Read ***Insight: English for Year 12* pp.1-4** – these pages provide an overview of Area of Study 1 – Reading and Responding.
  1. **WRITTEN WORK**
* After viewing the film *Mabo*, complete **a practice text response** on the following topic: ‘*Mabo* is a film about the importance of family.’ Do you agree? (500 words) **This essay is due on Wednesday 4th February or before.**
* Three opinion pieces on Alpine grazing will have been studied in the second transition class. Write an analysis of how each writer persuades readers to accept the contention (opinion/view) of the article. **Articles and writing advice are at the end of this document.**
* For each of the four texts, **write a summary** of at least one page that covers the following: plot, setting, characters, themes/ideas/values.
* Your notes on the short story collection, The Thing Around Your Neck should include details of the plot and characters of the following eleven stories which are set for study: ‘Cell One’, ‘A Private Experience’, ‘Ghosts’, ‘On Monday of Last Week’, ‘Jumping Monkey Hill’, ‘The Thing Around Your Neck’, ‘The American Embassy’, ‘The Shivering’, ‘The Arrangers of Marriage’, ‘Tomorrow Is Too Far’, ‘The Headstrong Historian’
  1. **WIDER READING AND FOCUS IN THE MEDIA**

In Area of Study 2: ‘Creating and Presenting’, you will need to **create a conflict journal** that will be used throughout the study, including in your SAC. Begin your ‘Conflict Journal’ by looking through newspapers, searching the internet and using examples from your life. Paste these into a small exercise book and annotate the article and/or example to show how the information relates to our context ‘Encountering Conflict’.

**These tasks make up the holiday homework. Please make sure you complete all of it to give yourself the best possible start to the year.**

**Course Overview**

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| **Unit 3** | **Assessment Task** | **Marks** |
| Outcome 1  Reading and Responding | *Mabo*  An extended written interpretation. | 30 |
| Outcome 3  Using Language to Persuade | Language Analysis – analyse the use of language in persuasive texts that debate a current issue.  Point of View – a sustained and reasoned point of view on the selected issue in oral form. | 20  20 |
| Outcome 2  Creating and Presenting | Encountering Conflict – *Life of Galileo*  One extended written text drawing on ideas and/or arguments suggested by the Context.  A written explanation of decisions about form, purpose, language, audience and context. | 30 |

**Unit 3 – worth 25% of total assessment**

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| **Unit 4** | **Assessment Task** | **Marks** |
| Outcome 2  Creating and Presenting | Encountering Conflict – *Every Man in this Village is a Liar*  One extended written text drawing on ideas and/or arguments suggested by the Context.  A written explanation of decisions about form, purpose, language, audience and context. | 50 |
| Outcome 1  Reading and Responding | *The Thing Around Your Neck*  An extended written interpretation. | 50 |

**Unit 4 – worth 25% of total assessment**

**Examination – worth 50% of total assessment**

**Course Outline**

***Term 1: 30th January- 4th April (9.5 weeks)***

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Topic** | **Content** | **Assessment** |
| 1 | 30th Jan | Outline  Mabo | Film Analysis | Holiday Homework |
| 2 | 2nd Feb- 6th Feb | Mabo | Film Analysis |  |
| 3 | 9th Feb- 13th Feb | Mabo | Film Analysis |  |
| 4 | 16th Feb- 20th Feb | Mabo | Film Analysis |  |
| 5 | 23rd Feb- 27th Feb | Mabo | Film Analysis |  |
| 6 | 2nd March- 6th March | Mabo  Media | Film Analysis  Planning and Writing of Practice Topics |  |
| 7 | 9th March-13th March (9th March Labour Day) | Media | Outcome 1  Language Analysis and POV Topics and Advice | **First Double of Week:**  Mabo : Outcome 1 – Extended Written Interpretation |
| 8 | 16th March- 20th March | Media | Language Analysis/POV |  |
| 9 | 23rd March- 27th March | Media | Language Analysis/POV |  |

***Holiday homework: Prepare Oral Presentation***

***Term 2: 13th April- 26th June (11 weeks)***

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| **Week** | **Date** | **Topic** | **Content** | **Assessment** |
| 1 | 13th April – 17th April | Media | Language Analysis/POV |  |
| 2 | 20th April – 24th April | Media | Language Analysis/POV |  |
| 3 | 27th April- 1st May | Media | Language Analysis/POV | Media Outcome 3A- Language Analysis- (written)  Media Outcome 3B- Point of View (oral) |
| 4 | 4th May- 8th May | Media | POV | Media Outcome 3B- Point of View Oral  Begin context study. |
| 5 | 11th May- 15th May | Context- Life of Galileo | Introduce Context and Prompts  Explore Context |  |
| 6 | 18th May- 22nd May | Context – Life of Galileo | Explore Context  Recording or Read |  |
| 7 | 25th May- 29th May | Context – Life of Galileo | Context Analysis of Text |  |
| 8 | 1st June – 5th June | Context – Life of Galileo | Context Analysis of Text  How to Write |  |
| 9 | 8th June- 12th June (Monday 8th June is Queen’s Birthday and Wed 10th is the GAT.) | Context- Life of Galileo |  |  |
| 10 | 15th June- 19th June |  | SAC week | Context Outcome 2 – Extended Written Text and Written explanation |
| 11 | 22nd June- 26th June | Context – Every Man in this Village is a Liar | Explore Context |  |

Holiday homework: Practice language analysis/Mabo revision essay.

***Term 3: 13th July- 18th September (10 weeks)***

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| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Content** | **Assessment** |
| 1 | 13th July- 17th July | Context – Every Man in this Village is a Liar | Explore Context  Context Analysis of Text |  |
| 2 | 20th July- 24th July | Context – Every Man in this Village is a Liar | Context Analysis of Text |  |
| 3 | 27th July- 31st July | Context – Every Man in this Village is a Liar | Context Analysis of Text |  |
| 4 | 3rd August- 7th August | Context – Every Man in this Village is a Liar | Context Analysis of text |  |
| 5 | 10th August- 14th August | Context – Every Man in this Village is a Liar | Text Analysis | Context Outcome 2 – Response/s in persuasive, expository or imaginative form and written explanation |
| 6 | 17th August- 21stAugust | The Thing Around Your Neck | Text Analysis |  |
| 7 | 24th August- 28th August **26/8** English practice exam (to be confirmed) | The Thing Around Your Neck | Text Analysis |  |
| 8 | 31st August - 4th Sept. | The Thing Around Your Neck | Text Analysis |  |
| 9 | 7th Sept.- 11th Sept. | The Thing Around Your Neck | Text Analysis |  |
| 10 | 14th Sept- 18th Sept. | The Thing Around Your Neck | Text Analysis | The Thing Around Your Neck Outcome 1 – Extended Written Interpretation |

***Term 4: 5th October- 22nd October (2.5 weeks)***

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| --- | --- | --- | --- | --- |
| **Week** | **Dates** | **Topic** | **Content** | **Assessment** |
| 1 | 5th Oct.- 9th Oct. | Revision | Lectures | Exam Practice |
| 2 | 12th Oct.- 16th Oct. | Revision | Lectures | Exam Practice |
| 3 | 19th Oct.- 23rd Oct. | Revision | Lectures | Exam Practice |

**End of Year Examination:** Wednesday October 28th (Confirm when VCAA exam timetable is published.)

**Assessment**

**SACs (Outcomes) are compulsory and students must attend scheduled SACs. Any student absent must provide a medical certificate to their teacher who will then reschedule the SAC at the earliest convenience for both parties.**

**Failure to comply with the above requirement will result in the student still having to sit the SAC, however, the student will receive a UG for the task but can still achieve a S for the Unit concerned.**

**SUMMARY OF COURSE**

**Unit 3**

Area of Study 1: ‘Reading and Responding’ (film text: *Mabo).* This area of study focuses on analysing how the selected text constructs meaning, how it conveys ideas and values, and how it is open to different interpretations by different readers.

Area of Study 2: ‘Creating and Presenting’ (text: *Life of Galileo*). This area of study explores the Context – *Encountering Conflict*. The focus is on reading and writing and their interconnection. The study draws on ideas and/or arguments suggested by both the Context and the text to create a written text/s for a specific audience and purpose, and to discuss and analyse writing decisions.

Area of Study 3: ‘Using Language to Persuade’. This area of study focuses on the analysis and comparison of the use of language in texts that debate a current and topical issue. The study also focuses on the construction of a personal point of view on the selected issue.

**Unit 4**

Area of Study 1: ‘Reading and Responding’ (text: *The Thing Around Your Neck)* This area of study builds on Area of Study 1 in Unit 3. This area of study focuses on analysing how the selected text constructs meaning, how it conveys ideas and values, and how it is open to different interpretations by different readers. It also focuses on developing and justifying a detailed interpretation of the selected text.

Area of Study 2: ‘Creating and Presenting’ (text: *Every Man in this Village is a Liar*). This area of study explores the Context – *Encountering Conflict*. The focus is on reading and writing and their interconnection. The study draws on ideas and/or arguments suggested by both the Context and the text to create a written text/s for a specific audience and purpose, and to discuss and analyse writing decisions.

*Unit 3*

School-assessed Coursework for the outcomes in Unit 3 will contribute 25 per cent to the student’s study score for English.

Outcome 1

Analyse, in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

*This outcome will contribute 30 marks out of 100 marks allocated to School-assessed Coursework for Unit 3. It will be assessed by one task which will contribute a total of 30 marks.*

Task

Description

This task requires a written response to the text,*Mabo*. Students will be given the choice of 2 questions, in which they will be required to respond to **one** of those questions. The questions will be released prior to the SAC.

Date: Term 1 Week 7

Time: 90 minutes

Word Limit: 600 words minimum

Assessment

Students should be able to:

* demonstrate an understanding of the ideas, characters and theme constructed and presented in the selected text
* analyse the ways in which the author constructs meaning in the selected text
* analyse the social, historical and/or cultural values that are embodied in the selected text
* discuss ways in which the text is open to different interpretations
* use appropriate metalanguage and draw on textual evidence to support analysis
* plan and revise written work for expressiveness, fluency and coherence or plan and deliver an effective oral text
* have the opportunity to demonstrate the highest level of performance.

Resources and scheduling

For all outcomes, schools may determine the conditions for the task/s including access to resources and notes. Students will be advised of the timeline and conditions under which the task is to be conducted closer to the set SAC dates.

Outcome 3

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally, a sustained and reasoned point of view on the selected issue.

This outcome will contribute 40 marks out of the 100 marks allocated to School-assessed Coursework for Unit 3. It will be assessed by two tasks, each of which will contribute 20 marks to provide a total of 40 marks.

Tasks

Description

Two tasks are required:

1. Writing response which analyses the use of language in three or more unseen persuasive texts that debate a current issue in the Australian media.

Date: Term 2 Week 2

Time: 75 minutes (writing time) plus 15 minutes (reading time) = 90 minutes

Word Limit: 600 words minimum

1. A sustained and reasoned point of view on the selected issue in oral form. Topics will be given to students at the start of the Area of Study.

Date: Term 2 Week 2 & 3

Time: 3-5 minutes (individual response)

**Note:** You must be prepared and equipped with all materials. Audio-visual aids will need to be pre-booked through your teacher. Students will be selected to present at random. All materials must be submitted to your teacher after your delivery.

Assessment

Students should be able to:

* use appropriate metalanguage to identify, analyse and compare the ways in which the language of selected persuasive texts from the Australian media is used to position readers in particular ways
* construct a sustained, coherent and logical argument
* plan and deliver an effective oral text
* review and edit written work for expressiveness, fluency and coherence
* have the opportunity to demonstrate the highest level of performance.

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

*This outcome will contribute 30 marks out of 100 marks allocated to School-assessed Coursework for Unit 3. It will be assessed by one or more tasks, which will contribute a total of 30 marks.*

Task

Description

This task requires at least one sustained written response created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context. Students will be responding to the context *Encountering Conflict* and the ideas and arguments that the context raises, as well as making specific references to the text *Life of Galileo.* Students will be given the choice of 2 prompts, in which they will be required to respond to **one** of those prompts. The prompts will be released prior to the SAC.

Date: Term 2 Week 8

Time: 90 minutes (written response) plus 45 minutes (written explanation – refer to handout in this package)

Word Limit: 900-1200 words written response plus 200-400 words written explanation

**Note:** Journals will be permitted into the SAC and will be collected at the end of the SAC session. No pre-prepared essays or essay plans are to be taken into the SAC, only references to conflict and general classroom notes are allowed. Specific direction regarding this will be given closer to the time.

Assessment

Students should be able to:

* create a text or texts appropriate to a chosen form, audience, purpose and context
* demonstrate an understanding of the ideas and/or arguments relevant to the chosen Context and presented in the selected text/s; and draw on these in the creation of own text/s
* review and edit written work for expressiveness, fluency and coherence
* discuss and analyse in writing, using appropriate metalanguage, choices made in regard to form, purpose, language, audience and context in the creation of own text/s
* have the opportunity to demonstrate the highest level of performance.

*Unit 4*

School-assessed Coursework for the outcomes in Unit 4 will contribute 25 per cent to the student’s study score for English.

Outcome 2

Draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.

This outcome will contribute 50 marks out of the 100 marks allocated to School-assessed Coursework for Unit 4. It will be assessed by one or more tasks which will contribute a total of 50 marks.

Task

Description:This task requires one sustained written response created for a specific audience/s and context/s with a written explanation of decisions about form, purpose, language, audience and context. Students will be responding to the context Encountering Conflict and the ideas and arguments that the context raises, as well as making specific references to the text Every Man in this Village is a Liar. Students will be given the choice of 2 prompts and will be required to write a sustained piece on one prompt. The prompts will be released prior to the SAC.

Date: Term 3 Week 5

Time: 90 minutes plus 45 minutes written explanation

Word Limit: minimum 600 words plus 200-400 words for the written explanation.

**Note:** Journals will be permitted into the SAC and will be collected at the end of the SAC session. No pre-prepared essays or essay plans are to be taken into the SAC, only references to conflict and general classroom notes are allowed. Specific direction regarding this will be given closer to the time.

Assessment

Students should be able to:

* create a text or texts appropriate to a chosen form, audience, purpose and context
* demonstrate an understanding of the ideas and/or arguments relevant to the chosen Context and presented in the selected text/s; and draw on these in the creation of own text/s
* review and edit written work for expressiveness, fluency and coherence
* discuss and analyse in writing, using appropriate metalanguage, choices made in regard to form, purpose, language, audience and context in the creation of own text/s
* have the opportunity to demonstrate the highest level of performance.

Outcome 1

Develop and justify a detailed interpretation of a selected text.

*This outcome will contribute 50 marks out of the 100 marks allocated to School-assessed Coursework for Unit 4. It will be assessed by one task which will contribute a total of 50 marks.*

Task

Description

This task requires a written response to the text, *Twelve Angry Men*. Students will be given the choice of 2 questions, in which they will be required to respond to **one** of those questions. The questions will be released prior to the SAC.

Date: Term 3 Week 10

Time: 90 minutes

Word Limit: 600 words minimum

Assessment

Students should be able to:

* develop and present a sustained and detailed interpretation of a selected text, supported by textual evidence
* demonstrate an understanding of the ideas, characters and themes constructed and presented in the selected text
* analyse the ways in which the author constructs meaning and expresses or implies a point of view and values
* use appropriate metalanguage in presenting the interpretation
* plan and revise written work for expressiveness, fluency and coherence
* have the opportunity to demonstrate the highest level of performance.

**End of Year Examination**

The end-of-year examination will contribute 50 per cent to the study score.

Duration: There will be 15 minutes reading time and 180 minutes writing time.

Date: Wednesday 29th October (TBC)

VCAA examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.

Approved materials

An English and/or bilingual printed dictionary is allowed in the examination.

Content

All key knowledge and skills in Unit 3 Outcomes 1, 2 and 3 and Unit 4 Outcomes 1 and 2 are assessable. Each student response in each Section of the examination will be assessed against the examination criteria for that Section.

Examination criteria

**Section A – Text response**

* detailed knowledge and understanding of the selected text, demonstrated appropriately in response to the topic
* development in the writing of a coherent and effective discussion in response to the task
* controlled use of expressive and effective language appropriate to the task.

**Section B – Writing in Context**

* understanding and effective exploration of the ideas and/or arguments relevant to the prompt
* effective use of detail and ideas drawn from the selected text as appropriate to the task
* development in the writing of a coherent and effective structure in response to the task, showing an understanding of the relationship between purpose, form, language and audience
* controlled use of language appropriate to the purpose, form and audience.

**Section C – Analysis of language use**

* understanding of the ideas and points of view presented
* analysis of ways in which language and visual features are used to present a point of view and to persuade readers
* controlled and effective use of language appropriate to the task.

Examination specifications and advice are available on the VCAA website.

Previous examinations and assessment reports are also available on the VCAA website.

**Writing Advice for holiday homework language analysis**

**COMPARATIVE LANGUAGE ANALYSIS – HOLIDAY HOMEWORK**

**Recommended structure:**

**Introduction:**

Specify the issue and each writer’s contention. Include details of each article’s title, author and source.

**Body:**

*Paragraphs 1 and 2*

Comment on the writer’s tone and some of the ways that the article persuades the reader to accept the contention.

**

Comment on the writer’s tone and some of the ways the first letter to the editor is persuasive.

*Paragraph 4*

Comment on the point of view presented in the cartoon and how visual features and written language convey that view.

***Conclusion***

Compare the three opinion pieces, commenting on the impact of each on the reader.

On the next page is a diagram of writing advice for this task.

First Paragraph

CONTEXT –Explaining how the piece arose out of a particular issue and is aimed at a particular audience etc.

CONTENTION - What is the writer’s precise point of view on the issue?

OTHER – Particular form/s, tone/s etc.

Remember to ensure that when discussing a particular use of language it is wise to

1 – Discuss what the writer is doing

2 – Give an example

3 – Explain the effect on the intended audience (this usually ties in closely with the writer’s contention).

Suggested Structure

1 – Start each paragraph with a discussion of tone e.g. Immediately Jones opens the piece In an angry forceful tone arguing that the council must do more to keep litter at bay.

2 – Move on to unpack how this tone is created e.g. The repetition of rhetorical questions that employ vivid descriptions of messy areas of the city such as ‘Why is Sampson Street still strewn with empty wrappers and dangerous industrial waste?’ help create this angry tone and reinforce in the reader’s mind that their local environment is being shamefully neglected. This strengthens the writer’s contention that litter removal is not being properly addressed.

Last Paragraph

Sum up the key ways in which the writer has tried to persuade the chosen audience to share their point of view.

Overall Structure of Your Analysis

There is no set way of doing this. Plenty of top scoring analyses simply work their way from the start to the finish. If you feel that a particular impact is created by the overall structure of the writer’s argument it might be wise to discuss this at the start of your analysis. If the writer swaps between different tones you might wish to talk about each tone in turn. It’s up to you.

**Article 1**

**Article 1**

**Alpine cattle: bad science and bad management**

*Greg Moore ABC Environment 31 Jan 2011*

[](http://www.abc.net.au/reslib/201101/r710405_5547738.jpg)

Allowing cattle to graze the Alpine National Park goes against all the current science.

THE RE-INTRODUCTION of cattle to the Alpine National Park signals a worrying time ahead for those concerned about the environment, particularly at this time of climate change.

The Victorian Minister for Environment and Climate Change's announcement that 400 cattle would be allowed into the Alpine National Park for the purposes of research was remarkably reminiscent of the Japanese Government's rationale for killing whales *for scientific research purposes only*.

It is a great pity that such a retrograde step is being taken at a time when the impact of climate change is making such a mark on the Australian environmental landscape. The 2009 fires and the current summer wet spell in Victoria are both consistent with the predictions about climate change and its impacts for Victoria that have been made for at least the past 20 years.

There is no scientific doubt that cattle impacted the ecosystems of Victoria's alpine region, and there is also no doubt that weed and fire related ecology was affected by cattle. No

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There is no scientific doubt that cattle impacted the ecosystems of Victoria's alpine region, and there is also no doubt that weed and fire related ecology was affected by cattle. No ecologist expected that the removal of a large herbivore from an ecosystem after more than one hundred years would not have implications for the management of that ecosystem. It would be a gradual process of ecosystem recovery perhaps over many decades.

Climate change is taking its toll on biodiversity and ecosystems all over the continent and the Alpine National Park is one of the largest in the state. Here because of its scale there was the potential for a bastion against the loss of species, and an opportunity for an ecosystem to evolve into a future relatively free of human interference. Such places will have enormous economic value to future generations of Victorians. This is now put at risk.

The re-introduction of cattle must be more about politics than the sustainable management of the alpine environment as I know of no ecologist or environmental scientist who would advocate the re-introduction of cattle for the good of the alpine ecology. In fact, 125 scientists [wrote](http://www.abc.net.au/environment/exclusives/highcountrygrazing.pdf) to the Victorian Minister for Environment and Climate Change last week expressing concern at the re-introduction of cattle.

Sadly it will not be the politicians who suffer from this decision, but the Alpine National Park, and ultimately the citizens of Victoria.

The re-introduction of cattle is both bad science and bad ecological management. This is a very poor decision and coming at this time and in Victoria which prides itself on being the most environmentally aware of the states is to be deeply regretted. It is disappointing that so early in the term of a new government a decision is made that future generations will look back upon as not only being unscientific, but I suspect ridiculous.

Future generations will not judge those in authority kindly in relation to poor decisions about the management of the environment. The Alpine National Park was showing signs of a more rapid recovery from cattle grazing than many ecologists had expected. There were good scientific and ecological reasons for the removal of cattle and it was expected that there may be the need for management of some of the weed, fire, and pest components of the ecology in the aftermath of their removal.

Re-introduction of cattle takes us back to the future - a future of environmental degradation and a failure to appreciate the scale and impact of climate change. We should be securing the future of Victoria's alpine ecosystems rather than putting them at risk of further degradation. Doing so is imperative to securing the future of the State as climate changes. Victoria's ecosystems have been under enormous stress and some such as the State's grasslands are among the most threatened in Australia.

A healthy environment is essential to the economic, social and ecological sustainability of our society. Any government which puts environments, such as those of the Alpine national Park, unnecessarily at risk is likely to be subjected to ridicule. It is an environmental and historic legacy that no government or politician would want to claim.

*Dr Greg Moore is a Senior Research Associate of Burnley College, University of Melbourne was Principal of Burnley from 1988 to 2007.*

**Article 2**

**Political games cloud alpine grazing debate**

***| December 14, 2011***

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As it should be: Cattlemen say the Alpine National Park is a shadow of its old self, due to game-playing in the name of "the environment". Picture: Stuart McEvoy

**OUR proud heritage is threatened by silly political games, writes MARK COLEMAN**

The Victorian Government's referral of the alpine grazing trials to the federal Environment Minister is an opportunity to study the background to this long-running issue.

Cattle grazed the Victorian Alps from the 1830s until 2005, about 170 years.

It was an activity as established and as enduring in the state's history as Melbourne itself. For all but the final 30 years, alpine grazing was neither controversial nor political.

That changed in 1982, when the incoming Cain Labor government announced its intention to create a massive National Park, with alpine grazing eradicated.

Naturally the mountain cattlemen reacted. Their livelihood and the very purpose behind their existence were threatened.

Reluctantly, the cattlemen went political. We lobbied Labor (unsuccessfully), we sought support from the Liberal and National parties (successfully).

We rode our horses through Melbourne several times to raise the issue directly with the people. It was quite clear then and it remains clear now that we have a lot of public support in city, town and bush.

When the Labor government eventually legislated the Alpine National Park into existence, in 1989, it required the support of the Liberal and National parties to pass the Bill. It got this support on the strict proviso that alpine grazing would continue in most of the park, with cattlemen issued renewable seven-year licences.

This was the status quo until 2005, when the Bracks government reneged on the deal.

With a majority in both houses it could ram a ban on alpine grazing through Parliament; and it did.

It dressed up the process with a trumped-up parliamentary inquiry comprised only of Labor MPs, which cited a report from a single scientist who did limited work in one area. Labor was not worried about the environment. It was chasing the green vote.

The Liberal and National parties publicly opposed the ban on alpine grazing and promised to reinstate it. They have maintained this position ever since and took this policy to last year's state election.

Once again Labor was trying to destroy us. The Coalition parties gave us hope.You don't have to be Albert Einstein to work out who we supported in that election.We put a lot of effort and, for us, a considerable amount of money into the bellwether seat of East Gippsland. For the record, we donated $20,000 to each of Liberal and National campaigns in that seat.

The politics didn't end with the election.

We expected the usual rubbish from the Victorian National Parks Association: that the green case is all science and ours is all greed.

Then there's Federal Environment Minister Tony Burke's inflammatory, insulting comments.

His open hostility to the cattlemen derived, he says, from being appalled at the cattle damage he saw during a one-hour inspection.

Pulled up beside a deer wallow, Mr Burke vented his outrage to the assembled media, egged on by VNPA members he had invited along. Nobody present noticed or cared that their convoy had ripped up the access track, rendering it impassible after they left. Mr Burke's concern was not for the environment. It was to keep the Greens in Canberra firmly on side.

Here is the basic problem. Mountain cattlemen see the bush through the prism of their inter-generational experience. They see it as it is.

Greenies and the uninitiated see it through the prism of their aspirations and expectations. They see it as they wish it to be.

Mountain cattlemen are immensely proud of our 170-year record in caring for and sharing the bush.

When it became a national park, it was in excellent shape. The park is now a disgrace.

It is a firetrap, with massive buildup of fuel in formerly grazed areas. It has suffered terribly from preventable and mismanaged wildfire. Its streambeds are choking. It is overrun with feral animals and weeds. It is haven to almost no large native mammals.

Much of the park is a soul-less, joyless place now, devoid of history and heritage.

We couldn't give a fig for the politics. We don't want to be at war with [Tony Burke,](http://www.tonyburke.com.au/) Labor, or even the VNPA. We want what's best for the bush.

We'll continue fighting this until the cows come home.

**Mark Coleman is president of the** [**Mountain Cattlemen's Association of Victoria**](http://www.mcav.com.au/)

**Article 3 – Cartoon**



**AWARD-WINNING cartoonist Mark Knight gives his take on the cattle grazing trial.**

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